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ABSTRACT

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs, the fifth of nine instructor guides illustrates how the training plan can supplement the learner's individual vocational plan and serve as a tool for recording student progress during the school year. Example documents include a training plan format, a training agreement, a training plan for a dietitian's assistant, a cooperative office education training plan, and cooperative education evaluation form. (SBH)

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5

INSTRUCTOR'S GUIDE

THE USE OF THE TRAINING PLAN IN CONCURRENT WORK-EDUCATION PROGRAMS

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INTRODUCTION

This guide is for the teacher-coordinator of a concurrent work-education program, i.e., the person responsible for coordinating the learner's instruction in the school and at a training station in the community. Its purpose is to illustrate how the *training plan*, the basic tool used for integrating the student's school instruction and on-the-job training, can be used to strengthen the learner's IVP and for organizing on-going assessments of student progress during the school year.

GUIDELINES AND CONSIDERATIONS

In Guide 4 it was suggested that the learner's IVP be developed prior to and/or during the first three weeks of vocational instruction. If, at the IVP preparation stage, the learner's job placement is in process, or is unknown, the teacher-coordinator may have a difficult time specifying learner goals, objectives and special services needed for the work phase of the program. Under either circumstance, the coordinator can establish goals, objectives and special service needs for the learner based on the common skills taught during related class instruction (e.g., job application and interview skills). But, statements of on-the-job skills which appear to require special assistance in school and/or at work site may lack precision.

While general statements concerning the learner's on-the-job training needs may be satisfactory at the time of IVP development, provision should be made for specifying student needs shortly after job placement has occurred. At this point (e.g., two weeks of job experience), the coordinator can use the training plan to work with the job

station supervisor and the student in determining specific areas of student need. A sample training plan format is presented in Example Document #1.

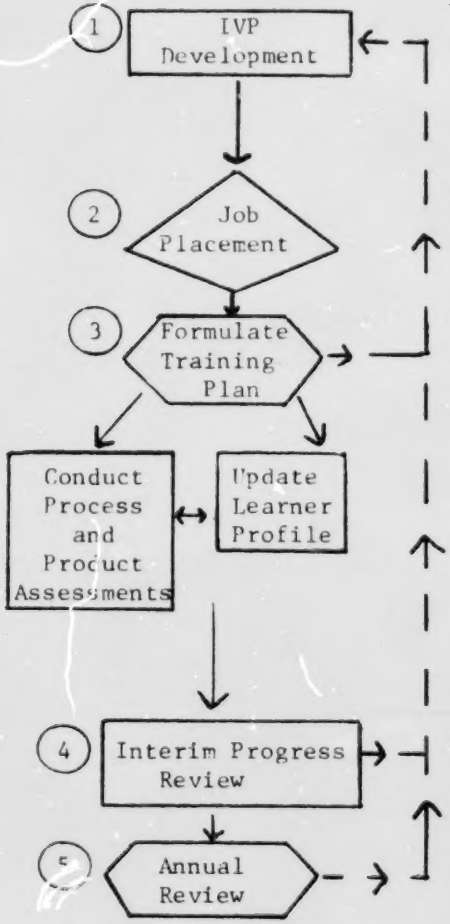
Figure 1 on page 3 presents a flow chart which illustrates the use of the training plan for up-dating the learner's IVP and as a means for checking student progress throughout the school year.

Procedures for implementing Step 1 (IVP Development) in Figure 1 were offered in Guides 3 and 4. Suggestions for completing a portion of Step 3 (Update Learner Profile), for Step 4 (Interim Progress Review) and for Step 5 (Annual Review) are offered in Guide 7. Steps 2 (Job Placement) and 3 (Formulate Training Plan) are, however, unique to the concurrent work-education program. Therefore, the rest of this guide will be concerned with these two steps.

Step 2, Job Placement, simply refers to the point at which the student is placed on the job. The training agreement is a standard feature in most work-education programs, and should be completed before the student begins work. This agreement describes, in general terms, the training commitment agreed upon by the employer, the school, the student and the parents. The training agreement is not a legal document. Rather, it serves as a mutual working agreement which, except for just cause, should be honored by all parties involved (Meyer, Crawford and Klaurens, 1975). This form should be signed by the persons involved and each should receive a copy of the agreement. A sample training agreement appears in Example Document #2.

Step 3, Formulate Training Plan, should occur two to three weeks after student placement. This period provides the student with time to

Figure 1 -- Assessing Student Progress in Concurrent Work-Education

Flowchart	Steps	Instrument(s) Initiated
	(1) IVP DEVELOPMENT • Student's present level of performance determined (Guide 3) • IVP developed by the assessment-planning team (Guide 4)	Individual Vocational Plan (IVP)
	(2) JOB PLACEMENT • Student, through assistance from the coordinator, begins job experience	Training Agreement
	(3) FORMULATE TRAINING PLAN • Approximately two weeks after placement, the coordinator, with assistance from employer & student, organizes the student's training plan. Areas needing special attention are noted. • Coordinator adds training plan information to IVP. • Coordinator & employer conduct process & product assessment (Guide 6). • Coordinator updates Learner's Task Proficiency Profile (Guide 7).	Student Training Plan Performance Checklists, Rating Scales Learner Task Proficiency Profile
	(4) INTERIM PROGRESS REVIEW • Team reviews progress of student (Guide 7) • Conducted at mid-year	IVP Training Plan Learner Task Proficiency Profile
	(5) ANNUAL REVIEW • Conducted near end of school year • Team reviews student gains & makes recommendations regarding future placement (Guide 7)	IVP Learner Task Proficiency Profile

"settle in" and allows ample time for employer and coordinator to observe the student's work performance. Once formulated, the training plan information, especially the area(s) in need of special services, should be added to the student's IVP. A sequence for organizing the training plan is listed below.*

A. The coordinator explains to the employer (or a job station supervisor) and the student-learner the purposes of a training plan and the procedures for developing one.

B. The coordinator, the job station supervisor and the student-learner develop a list of work activities that should contribute to the learner's occupational progress during the school year.

C. The coordinator, the job station supervisor and the student-learner list the types of knowledge and skills needed by the learner in performing the work activities referred to in B.

D. The coordinator, the job station supervisor and the learner cooperatively determine a plan for putting B and C into action.

E. Areas in need of special supportive services are indicated to the members of the assessment-planning team and considered for inclusion in the learner's IVP.

The training plan should specify skills to be taught both in school and on the job, with space provided for entering periodic ratings of student performance. Like the IVP, the learner's training plan is subject to change as she/he progresses through the program and additional areas of strength and weakness are identified. The coordinator and the job station supervisor will, undoubtedly, find it necessary to modify and/or expand the original plan. Two additional examples of training plan formats are presented in Example Documents #3 and 4.

*Adapted from Cooperative Occupational Education by Ralph E. Mason and Peter G. Haines, Interstate Printers, Danville, Illinois, 1972, p. 222.

In addition to periodical ratings made on the training plan, the coordinator and/or the job station supervisor will likely want to use other measures to determine student performance. Example Document #5 provides an illustration of a rating scale which could be used for assessing student performance. In this example, the scale is for an employer assessment of student performance at each grading period. Also, Guide 6 offers some hints and examples for rating student performance.

As the student demonstrates a given skill level, this information can be recorded on the Learner Task Proficiency Profile (Guide 7). Or, the coordinator may decide to indicate the level of skill attainment on the training plan. Either approach is acceptable as long as the format for communicating the student's level of skill development is readily understood by a variety of persons (i.e., IVP team, parents, future employers, agency personnel) and the content provides a comprehensive treatment of student performance in school and on the job.

FOR FURTHER INVESTIGATION

For additional information on the use of training plans in concurrent work-education see:

Elias, John E. and Niederkorn, Sheryl. Co-op Training Plans Do Work. In American Vocational Journal, May 1978, pp. 68-71.

Illinois State Board of Education, Department of Adult. Vocational and Technical Education. An Articulated Guide for Cooperative Occupational Education. Springfield, Illinois, no date. Bulletin No. 34-872.

_____. Handbook for Cooperative Vocational Education in Illinois. Springfield, Illinois, no date.

Mason, Ralph E. and Haines, Peter G. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: Interstate Publishers, 1972.

Meyer, Warren G.; Crawford, Lucy and Klaurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishers, 1974.

Stadt, Ronald W. and Gooch, Bill G. Cooperative Education: Vocational, Occupational, Career. Indianapolis, Indiana: Bobbs-Merrill Company, Inc., 1977.

EXAMPLE DOCUMENT #1

TRAINING PLAN

for

_____

(student name)

Job Title _____ Employer _____

Place of Employment _____

JOB TRAINING	Date(s) Observed	Performs with Supervision	Performs Independently	RELATED CLASSROOM INSTRUCTION	Date Started	Date Completed

JOB TRAINING	Date(s) Observed	Performs with Supervision	Performs Independently	RELATED CLASSROOM INSTRUCTION	Date Started	Date Completed

EXAMPLE DOCUMENT #2

_____ HIGH SCHOOL DISTRICT New Jersey

TRAINING AGREEMENT*

The Employer _____
Company Name Address

Agrees to Employ _____
Student-Learner Address

on a part-time basis for the purpose of training the student in the

_____ trade.

WAGES:

Starting wage will be $_____ per hour.

Students in this program will receive wages comparable to wages paid to other trainees performing the same type or class of work and wages that are in conformity with State and Federal minimum wage acts.

Students will work a minimum of 15 hours and a maximum of 20 hours for the five (5) day week, and may work up to eight (8) additional hours on Saturdays.

WORKING CONDITIONS:

All student-learners must be covered by Workman's Compensation Insurance.

The employer will observe all laws and regulations, both State and Federal, pertaining to the employment of minors.

Where a union or bargaining agency is involved, the employer will obtain union approval of the program.

SUPERVISION:

The employer agrees to assign one member of her/his organization (journeyman, foreman, or other qualified employee) to be responsible for the training of the student.

As this program is supervised by the _____ High School, it will be necessary for the school's teacher-coordinator to be admitted to the employer's premises whenever she/he needs to observe and evaluate the student. The teacher-coordinator will conduct her/his observations so that there will be a minimum of interference with the employer's business.

REPORTS:

At six (6) week intervals the employer's representative will prepare a report on the student's progress using the form supplied by the school.

*Reprinted from Zero in on Cooperative Vocational Education, U.S. Department of Health, Education and Welfare, Office of Education Publication, January, 1974, pp. 15-16.

TRAINING AGREEMENT
(Continued)

STUDENT RESPONSIBILITY:

The student-learner shall be subject to all plant regulations applying to other employees.

All complaints shall be made to and adjusted by the teacher-coordinator.

The student may not change her/his place of employment without the approval of the teacher-coordinator.

The student, while in the process of training, will have the status of student-learner, neither displacing a regular worker nor substituting for a worker that ordinarily would be needed by the agency.

WORK EXPERIENCE:

The following will be included in the student-learner's work experience:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

This agreement may be terminated by the employer at any time after consultation with the teacher-coordinator. The teacher-coordinator may terminate this agreement after consultation with the employer.

_____ _____
Student-Learner Date

_____ _____
Company Representative Title

_____ _____
Teacher-Coordinator

_____
Parent or Guardian

EXAMPLE DOCUMENT #3

Training Plan for
Dietitians Assistant (Hospital)*

Student's Name _____ Job Station _____ Employer _____

JOB TRAINING	Observed	Helped	Performed	RELATED INFORMATION	Date Started	Date Completed
1. INTRODUCTION TO DIETETICS				The duties of the Dietitian Planning and cooking Supervision of meal preparation Purchasing foods and equipment Sanitation Keeping records and reports		
Maintain sanitary conditions.				Sanitation Food borne infections Food poisoning Food spoilage Preservation of foods Additives Laws concerning Commercial Food Services (County Sanitarian can give this information to you.)		
Care and operation of equipment. Identify kinds of utensils. Cleaning machinery. Sharpen and adjust tools. Operation of equipment. Washing tools by hand. Washing tools of machine.				Cleaning tools and equipment Maintenance of tools and equipment. Safety procedures Detergents and soaps used for washing and cleaning.		

*Adapted from An Articulated Guide for Cooperative Occupational Education. Division of Vocational and Technical Education, Illinois Office of Education, no date, pp. 175-178.

JOB TRAINING	Observed	Helped	Performed	RELATED INFORMATION	Date Started	Date Completed
2. PRINCIPLES OF NUTRITION Estimating dietary needs.				Nutrition Deficiencies Food habits Carbohydrates Fats and Lipids Proteins Minerals Vitamins		
Planning a Meal.				Calorie allowances Using tables for meal planning		
Meeting recommended allowances.				Planning the meal to meet personal and family needs		
Shopping and ordering.				Purchasing at the market Economy buying for quality and quantity		
Planning meals for: Expectant mothers				Nutrition demands during pregnancy Food selection Complications on valuing the diet Diet during labor Diet following delivery Diet in lactation		
Infants				Breast feeding Formula: Types and preparation Digestive disturbances of infants Feeding premature infants		
Growth				Diet in early childhood Diet for children of elementary school age Diet for boys and girls of high school age		
Adults				Adult nutrition Food habits of older people Food requirements for the aged		
3. DIET IN DISEASES Feeding patients				Factors to consider when feeding a patient Nutritional status of patients		
Feeding the chronically ill or long term patient				Psychological factors		

JOB TRAINING	Observed	Explained	Performed	RELATED INFORMATION	Date Started	Date Completed
Preparing the basic hospital diet.				The basic hospital diet The progressive diets Diet modification Nutritional adequacy of diets		
Preparing meals for: Overweight people				Life expectancy and body weight Obesity Diet for overweight patients		
Underweight people				Diet for underweight patients		
Preparing diets for the diabetic patient.				Diet therapy for diabetics		
Preparing diets for surgical patients and patients with burns.				Preoperative diets Postoperative diets. Diets for patients with burns		
Preparing diets and feeding patients in infancy and early childhood.				Nutritional problems of sick children Feeding infants and the difficulties of Deficiency diseases of infants Infections Nutritional problems of crippled children Common diseases in children		
4. FOOD SELECTION AND PREPARATION Planning Therapeutic diets				Low caloric diets Diabetic recipes High caloric, high protein recipes Allergy recipes Ketogenic recipes Gluten-free recipes Vegetables Breads Desserts		
Preparing eggs				Food value Digestability Principles of cookery		
Cooking or preparing cereals				Types of cereals Food value Digestability		
Preparing desserts				Function of desserts Recipes		

JOB TRAINING	Observed	Helped	Performed	RELATED INFORMATION	Date Started	Date Completed
Preparing and cooking meats and poultry				Timing and temperature control methods Safe meat Types of meat Types of poultry Food value Digestability General principles of cookery Effects of cooking on food value Care of meat Meat recipes		
Cooking broths, soups and juices of meat & poultry products				Broths, soups and juices		
Preparing and cooking sea foods				Food value Shellfish Place in the menu Selection of seafood for cooking Recipes for sea food		
Cooking and preparing vegetables				Classification of vegetables Canned vegetables Frozen vegetables Dehydrated and fried vegetables Preparation and cooking of vegetables Place in the menu Food values of vegetables		
Preparing salads and relishes				Leafy vegetables in salads Other salad vegetables Salad combinations Salad dressings Salads and relishes in the menu Recipes for salads Recipes for dressings		
Preparing, cooking and using soups				Ready to use soups Clear soups Unthickened milk soups, chowders and stews Cream soups		
Making breads, batters, and doughs				Grain for breads Yeast bread standards Yeast in bread making Toast recipes Sandwich recipes Quick breads Biscuit and muffin recipes		

JOB TRAINING	Observed	Helped	Performed	RELATED INFORMATION	Date Started	Date Completed
Measuring and testing of Foods Use of Tables				Composition of foods Part Edible portion in common measures Food composition tables for short method of dietary analysis Cholosteral content of foods Sodium and Potassium content of foods, seasonings & beverages Acid base reaction of foods Blood and urine contents Equivalent weights and measures Average weight and height tables Height and weight tables for men and women		

EXAMPLE DOCUMENT #4

COOPERATIVE OFFICE EDUCATION TRAINING PLAN*

School Year 1977/78

Student Trainee Dana Barnes Career Objective Clerk Stenographer

Firm Consolidated Industries Job Title Clerk Typist

Training Station	Evaluation**			
SKILL DEVELOPMENT	10/10	11/21		
Typing				
Letters from rough draft	G	G		
Envelopes	G	E		
Invoices	NI	G		
Offset masters	NI	NI		
Itinerary		G		
Statistical typing				
Machines				
Ten-key adding	G	E		
Photo copier		E		
Electronic calculator				

Related Instruction	Evaluation			
SKILL DEVELOPMENT	10/11	11/22		
Typing				
Skill Building	G	G		
Correction procedures	NI	G		
Proofreading	NI	NI		
Offset masters	NI	NI		
Statistical typing				
Telephone Techniques	NI	G		
Machines				
Proportional spacing typewriter	G			
Ten-key adding	E			
Photo copier		E		
Electronic calculator				
Shorthand				
Speed building	G	G		
Machine transcription	NI	G		

*Adapted from the Ohio Cooperative Office Education Training Plan Project Manual, Nelson Madden, Director, Kent State University, Kent, Ohio, 1977, pp. 29-30.

**Evaluation Code

E = Excellent
G = Good
NI = Needs Improvement

Training Station

KNOWLEDGES	Evaluation			
	10/10	11/21		
Filing				
Correspondence		E		
Compiling statistical information				
PERSONAL AND PROFESSIONAL DEVELOPMENT				
Attendance	G	E		
Initiative	G	G		
Cooperation	G	E		
Adaptability	G	NI		
Reliability				
Quality of work				

Related Instruction

KNOWLEDGES	Evaluation			
	10/11	11/22		
Filing				
Numerical	G	E		
Communications				
Verbal	NI	G		
Letter composition	NI	N		
Offset duplicating process				
Sales invoicing procedures	G			
Itinerary format and use		G		
PERSONAL AND PROFESSIONAL DEVELOPMENT				
Attendance	E	E		
Grooming and hygiene	G	G		
Social skills and etiquette	E	E		
Human relations	G	G		
Leadership				
Service project chairperson				

EXAMPLE DOCUMENT #5

COOPERATIVE EDUCATION EVALUATION*

Student-Learner_____ Employer_____

			QUARTER			
			1	2	3	4
1.	CO-OPERATION *Includes attitude toward work, company, supervisors, and associates; willingness to work with and for others.*	Unusually cooperative; favorable influence on associates	0	0	0	0
		Cooperates very well. Respected by co-workers	0	0	0	0
		Usually a good team worker	0	0	0	0
		Sometimes shows reluctance to cooperate	0	0	0	0
		Does not cooperate	0	0	0	0
2.	INITIATIVE OR WILLINGNESS TO LEARN *Consider time required to learn new duties, methods; ability to grasp explanations.*	Self starting. Grasps new ideas or duties immediately	0	0	0	0
		Learns quickly. Needs little instruction	0	0	0	0
		Normal ability in learning new ideas	0	0	0	0
		Requires detailed instructions	0	0	0	0
		Instructions must be repeated many times	0	0	0	0
3.	PUNCTUALITY AND ATTENDANCE *Consider general record of absenteeism and tardiness; promptness in returning from rest periods.*	Outstanding	0	0	0	0
		Very dependable	0	0	0	0
		Satisfactory	0	0	0	0
		Could improve	0	0	0	0
		Unsatisfactory	0	0	0	0
4.	PERSONAL APPEARANCE *Consider general type of work being done.*	Outstanding	0	0	0	0
		Very satisfactory	0	0	0	0
		Satisfactory	0	0	0	0
		Could improve	0	0	0	0
		Unsatisfactory	0	0	0	0
5.	QUALITY OF WORK *Entails accuracy, thoroughness, high quality work, and dependability of results; ability to turn out work which meets high quality standards.*	Quality of the highest possible standards	0	0	0	0
		Seldom makes errors. Follows instructions accurately	0	0	0	0
		Work of good quality and requires little checking	0	0	0	0
		Quality variable. Work needs careful inspection	0	0	0	0
		Poor quality work. Frequent errors	0	0	0	0
6.	QUANTITY OF WORK *Consider amount of satisfactory work performed under normal conditions.*	Consistently high output	0	0	0	0
		Good output	0	0	0	0
		Satisfactory output	0	0	0	0
		Slightly below average output	0	0	0	0
		Low output	0	0	0	0

*Reprinted with permission from District #204, Joliet Township High Schools, Joliet, Illinois, May, 1978.

7. KNOWLEDGE OF JOB *Consider familiarity with requirements of job gained through experience, education, or specialized training.*					
Does not require constant supervision; maintains high quality/quantity output	0	0	0	0
Very good knowledge of job. Seldom needs instruction	0	0	0	0
Adequate knowledge of job	0	0	0	0
Requires more than average supervision and instruction	0	0	0	0
Inadequate knowledge to perform job. Requires excessive supervision	0	0	0	0

8. ADDITIONAL COMMENTS:

Supervisor's Signature _____ Date _____ CAMPUS

Supervisor's Signature _____ Date _____ East ____

Supervisor's Signature _____ Date _____ West ____

Supervisor's Signature _____ Date _____ Central ____

LETTER GRADE: A B C D E 1st Quarter *(Circle appropriate choice)*
A B C D E 2nd Quarter
A B C D E 3rd Quarter
A B C D E 4th Quarter